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ABSTRACT

Specific training materials are presented in this handbook to help principals accomplish five critical tasks: which include preparation of an annual school improvement plan; supervision of student discipline; management of student activities; supervision of course content guides; and student evaluation. A section module on each task includes an overview, specific guidelines, a summary, and appendices. (LMI)

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# CRITICAL TASKS

## *A Handbook for School Principals*

- *Student Progress*
- *School Improvement Plan*
- *Student Discipline*
- *Course Content Guides*
- *Student Activities*

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# Critical Tasks

*A Handbook for School Principals*

Arkansas Department of Education
General Division
Management and Development
1986

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# Preface

At a time of avid public interest in quality education in Arkansas, a major focus centers on the building level principal. The principal must be the leader in moving a school toward compliance with the accreditation standards that go into effect during the 1987-88 school year.

This handbook should assist principals in five tasks that have been determined to be critical to meet the educational standards and improve schools. The material in this handbook should be considered basic information; therefore, principals will enlarge upon each module as it pertains to individual schools.

The Management and Development Division of the Arkansas Department of Education collaborated with other Department personnel and elementary and secondary principals to develop this handbook. Questions or comments should be directed to Management and Development, Arkansas Department of Education, 4 Capitol Mall, Little Rock, Arkansas 72201.

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# 1 Critical Task: Prepare an Annual School Improvement Plan

## Overview 1

***Introduction***

The annual school improvement plan shall be filed with and reviewed by the Arkansas Department of Education (ADE). The first report is to be filed with the Department by October 1, 1986, and each year thereafter.

This document has been prepared to assist school principals in development of annual plans. It may be used as reference by a presenter in a group mode or as individual study material.

***Contents***

This training material is divided into the following sections:


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***Principal's Task***

The principal plays a major role in the preparation of an annual school improvement plan.

The school improvement plan is a structured process having specific short- and long-term goals and objectives that focus on the improvement of instruction.

Without a structured plan for improvement, schools find it difficult to develop a sense of purpose and direction. A fair and consistent improvement plan promotes good school climate, increased opportunities for teacher professional development, higher standards of achievement and more effective evaluation.

***Purpose of Document***

The primary purpose of this document is to provide training for new principals.

The secondary purpose is to provide reinforcement for experienced principals.

***Requirements***

- Act 7 of 1983, 1st Extraordinary Session —

  Each school within the district shall annually develop, with staff and community input, a plan for improving its educational program.

- *Standards for Accreditation,* Section 1, C-1 —

  Each school's administrators, teachers, other school staff and parents shall develop an annual school improvement plan to monitor that school's progress and to project its continued needs. The annual school improvement plan shall be filed by October 1 of each year and reviewed by the Arkansas Department of Education.

***Definition***

The annual school improvement plan consists of operational objectives which spell out who is going to do what and when to reach the objectives for school improvement.

***Responsibility For Plan***

Each school advisory committee will have responsibility for the development of the plan and will be composed of:

- School principal
- Teacher representatives
- Support staff representatives
- Parent representatives

***Skills Needed***

- Planning
- Evaluation
- Analytical
- Supervisory
- Public relations

# Resource Information 1

***Introduction***

There are a variety of resources available that may be used in preparing an annual school improvement plan.

Several of these resources are listed below.

***Resources — Personnel***

There are many different people that a principal may contact who will provide assistance in developing the improvement plan.

They are:

- Personnel at the central office
- Education service cooperatives
- Arkansas Department of Education
- Professional associations
- Universities
- Other local education agencies

***Resources — References***

All of the following references should be used in preparation of the plan:

- *School Laws of Arkansas - First Extraordinary Session of 1983,* page 3
- *Standards for Accreditation,* page 1
- *Guidelines for Educational Planning as required by Act 7 of 1983,* published 1984
- Director's Memo 85-113, September 10, 1985
- School district's six-year plan

***Resources — Publications***

Joyce, B.R. *The Structure of School Improvement.* New York: Longman Inc., 1983.

Loucks-Horsley, S. and Hergert, L. "An Action Guide to School Improvement." Association for Supervision and Curriculum Development, March, 1985.

# Fundamentals of Planning 1

***Introduction***

The principal should **lead** all key planning sessions, **collaborate** in the setting of priorities and **lend** support to the process of analysis.

An effective principal plans in advance how to efficiently organize and schedule the work, coordinate planning activities, accomplish task objectives and cope with potential problems.

***Planning Strategy***

The following is an outline of the planning strategy that will be used in this training material:

Planning Process

- Long-range plans (three years)
- Short-range plans (one year)

Implementation Process

- To provide resources for the program/activity
- To conduct the program/activity
- To evaluate the program/activity

***Planning Process***

Consists of three basic questions:

- Where do we want to go?
- Where are we now?
- How do we get from where we are to where we want to go?

***Comment***

This planning process is used to develop the annual school improvement plan; however, it is a planning tool that also may be used on any project in which the planner needs to use a systematic planning strategy.

# Planning Process: Step 1 1

***Introduction***

The following pages will address the three basic questions of the planning process.

The first step for the planners is to determine where they want to go. This is accomplished by identifying goals that will clearly state where they want to be relative to student achievement, staff training, the curriculum, facilities, finance, etc. The following charts provide examples of actions and outcomes that may be considered.

***Planning Process***

***Step 1***

Where do we want to go?

| Steps | Actions | Outcomes |
|---|---|---|
| 1 | Advisory committee analyzes a needs assessment (either the one used in preparing the six-year plan or a new assessment) and the districtwide goals. | The difference between "what should be" and "what is" will be identified. |
| 2 | Advisory committee determines where it wants to go toward school improvement. | Identify other goals that are needed for school improvement. |
| 3 | Advisory committee relates school goals to the six-year districtwide goals. | School goals should enhance districtwide goals. |
| 4 | Advisory committee writes goals that, if accomplished, would cause school improvement changes to occur. | A list of goals that identifies where the school should be |

# Planning Process: Step 2 1

***Introduction***

After the goals have been identified, the next step is to determine the current status of the school. That is, determine the gaps that exist between the goals that have been established in Step 1 and where the school actually is at that time. The planners accomplish this in Step 2 of the planning process by using any available means to determine where they are. The chart below provides some of the ways this may be done.

***Planning Process***

Where are we now?

***Step 2***

| Step | Actions | Outcomes |
|---|---|---|
| 1 | Analyze test data. | • Comparisons with other schools in the district<br>• Comparisons with state averages<br>• Comparisons with national norm |
| 2 | Compare where you are relative to standards for accreditation. | Identify deficiencies between where you are and the requirements of state standards. |
| 3 | Analyze evaluation reports:<br>• ADE supervisor<br>• North Central report | List the deficiencies from the evaluation and compare them with those listed in Block 2. |
| 4 | Review status of activities on previous annual plans. | Determine if they should be included on list of deficiencies. |
| 5 | Analyze the outcomes in Blocks 1 through 4. | Document your current status. |

# Planning Process: Step 3 1

***Introduction***

The final step in the planning process is to determine how the gaps that exist between Steps 1 and 2 can be reduced. The planners will identify programs, activities or objectives that clearly delineate the means that will be used to accomplish their goals.

The chart below is an example of a five-step planning model that may be used in determining how to get from where you are to where you want to go. Examples of each step in the planning model are illustrated in Appendices A through E.

***Planning Process***

How do we get from where we are to where we want to go?

| Steps | Actions | Outcomes |
|---|---|---|
| 1 | Identify all goals that would help you get to where you want to go.<br><br>(See App. A) | A global list of all goals identified |
| 2 | Make a list of all programs/activities for each goal that will help you get to where you want to go.<br><br>(See App. B) | A complete list of programs/ activities that would accomplish goals |
| 3 | Prioritize list of programs/activities.<br><br>(See App. C) | A prioritized list of programs/ activities which indicates the order in which they will be implemented |
| 4 | Prepare a three-year plan.<br><br>(See App. D) | Completion of a long-range school improvement plan |
| 5 | Prepare a one-year annual plan.<br><br>(See App. E) | Identifies the short-range school improvement plan |

# Implementation Process: Resource Phase 1

***Introduction***

The implemention process consists of actions that will be required to implement the programs/activities planned.

- Resource Phase - providing resources (time, funds, material, equipment, etc.)
- Conduct Phase - The actual presentation of the program/activity
- Evaluation Phase - Monitoring and evaluation of programs/activities

***Resource Phase***

| If you need to . . . | Then . . . | Example |
|---|---|---|
| Obtain funds | Make necessary request to central office. | Funds to pay substitute teachers while teachers use release time. |
| Make staff assignments | Analyze the best way to use staff for success of program/activity. | Identify staff members and their duties during a planned Program for Effective Teaching (PET) cycle. |
| Allocate time | Schedule time on school calendar. | Provide time for parent-teacher conference. |
| Provide materials and equipment | Set aside time to have materials produced and equipment scheduled. | Prepare slides; reproduce written material; provide overhead projectors, extension cords, etc. |

***Comment***

The availability of required resources is very important to the completion of any program or activity. Therefore, it is essential that availability of resources be considered when prioritizing program activities. If it is known that resources will not be available for a desired program or activity, that task should receive a lower priority ranking until necessary resources can be obtained.

# Implementation Process: Conduct, Evaluation Phases 1

***Introduction***

After the planning process has been completed and resources identified and obtained, the program/activity will be conducted. During the evaluation phase both monitoring and evaluative techniques will be used.

***Conduct Phase***

Get the planned program/activity under way.

***Evaluation Phase***

| Steps | Actions | Outcomes |
|---|---|---|
| 1 | Monitor the program/activity. | • Be available to observe.<br>• Be prepared to monitor and adjust.<br>• Make recommendations and suggestions. |
| 2 | Evaluate the program/activity. | • Prepare evaluation instrument.<br>• Analyze feedback from evaluation instrument. |
| 3 | Determine the degree of success. | Either:<br>• Successful accomplishment of the objective (or)<br>• A need for further planning or reinforcement of objective |

***Comment***

A well planned program/activity will likely fail unless supervisory emphasis is placed on the conduct and evaluation phases. Care must be taken to "nurture" the program/activity as it is being conducted. Upon completion of the conduct and evaluation phases, the planners should be able to determine if the project has the desired outcome.

# Summary 1

***Introduction***

Following the school year, an annual report will be made to district patrons.

Results of the individual school improvement plans will be consolidated for the districtwide report to the district's patrons.

A copy of the individual annual school plan will be filed with the Arkansas Department of Education by October 1 of each year.

***Plan for Next Annual Plan***

- Use data to update the current status of the school.
- Identify objectives for next annual plan.

***Summary***

This training document has provided:

- References related to state requirements
- Definition and responsibility for development of annual school improvement plan
- Resource listings
- A planning strategy for development of the annual school improvement plan
- Examples of the planning process

***Comment***

Appendices A through E are examples, with comments, of how the advisory committee at the Davis Elementary School developed an annual school improvement plan using this planning strategy.

# Appendix A 1

***Introduction***

There are five steps in the planning process that answer the question, "how to get from where we are to where we want to go." These steps are illustrated by Appendices A through E.

***Background***

The Davis Elementary School has completed its annual school improvement plan for 1985-1986. The plan was developed as a collaborative effort by the principal and advisory committee, with input from each teacher and support personnel at Davis School. Early in the planning process the question, "where do we want to go?" was considered, and goals were identified.

***Step 1***

Identify all goals that would help you get to where you want to go:

- To meet the state standards for accreditation
- To improve the instructional program
- To improve the school environment (climate)
- To increase parent involvement in school activities
- To maximize student attendance

***Comment***

The important thing to remember in Step 1 is to identify all goals that are needed for school improvement. Whether or not they can be accomplished at this time is not important, since that question will be addressed in a later step. The one thing that must be pervasive throughout school improvement planning is the insistence that all goals will ultimately promote better student achievement. Higher student achievement must be the driving force behind any school improvement effort.

***Introduction*** After the goals had been identified, the advisory committee began to consider different ways those goals or objectives could be met. A brainstorming session was held to identify the programs/activities that would accomplish the goals.

***Step 2*** The planners at Davis School made a list of all programs/activities for each goal that they believed would get them to where they wanted to go.

| Goals | Programs/Activities |
|---|---|
| 1. To meet state standards for accreditation | 1. Establish a fine arts program that will offer music, art and humanities.<br>2. Broaden the physical education program for all students.<br>3. Plan practical arts and career orientation courses. |
| 2. To improve instructional programs | 4. Schedule a PET cycle for all teachers.<br>5. Schedule workshop for all teachers on mastery learning. |
| 3. To improve the school environment (climate) | 6. Improve general condition of the physical plant.<br>7. Write a discipline policy for the school. |
| 4. To increase parent involvement in school activities | 8. Schedule parent effectiveness training workshops.<br>9. Use fund drives to get more parents involved with the school. |
| 5. To maximize student attendance | 10. Give awards at the close of school for perfect attendance.<br>11. Schedule activities during late afternoon, evenings or weekends.<br>12. Work in close harmony with juvenile officers and parents to maximize student attendance. |

***Comment***

During this step it is important to identify all programs/activities that will help accomplish each goal identified. For example, in Goal 2 above, there could have been many other programs/activities listed to improve the instructional program.

***Introduction***

After the goals had been identified and programs/ activities selected for each goal, the next step was to prioritize those programs/activities. This was done to determine the relative importance of each task to school improvement and ultimately to better student achievement.

Regardless of the priority technique used, the programs/activities should be prioritized based on the idea of "which program/activity is the most needed at this time" to improve Davis School.

***Step 3***

Prioritize list of programs/activities.

| List of Programs/Activities Selected in Step 2 | Prioritized List of Programs/ Activities |
|---|---|
| 1. Establish a fine arts program that will offer music, art and humanities.<br>2. Broaden the physical education program for all students.<br>3. Plan practical arts and career orientation courses.<br>4. Schedule a PET cycle for all teachers.<br>5. Schedule workshop for all teachers on mastery learning.<br>6. Improve general condition of physical plant.<br>7. Write a discipline policy for the school.<br>8. Schedule parent effectiveness training workshop.<br>9. Use fund drives to get more parents involved with the school.<br>10. Give awards at the close of school for perfect attendance.<br>11. Schedule activities during late afternoon, evenings or weekends.<br>12. Work in close harmony with juvenile officers and parents to maximize student attendance. | 1. Schedule a PET cycle for all teachers<br>2. Improve general condition of physical plant.<br>3. Schedule parent effectiveness training workshop.<br>4. Establish a fine arts program that will offer music, art and humanities.<br>5. Work in close harmony with juvenile officers and parents to maximize student attendance.<br>6. Give awards at the close of school for perfect attendance.<br>7. Broaden the physical education program for all students.<br>8. Plan practical arts and career orientation courses.<br>9. Schedule workshop for all teachers on mastery learning.<br>10. Write a discipline policy for the school.<br>11. Use fund drives to get more parents involved with the school.<br>12. Schedule activities during late afternoon, evenings or weekends. |

***Comment***

At this time the advisory committee at Davis School has identified school improvement goals, selected programs/activities to meet those goals and prioritized the list in the order that the tasks should be implemented.

***Introduction (long-range plan)***

After the programs/activities list had been prioritized, the long-range plan (three years) was prepared. The advisory committee decided that the first five programs/activities could be accomplished the first year; the next four, the second year; and the last three, the third year.

***Step 4***

Prepare a long-range plan (three years).

| 1985 - 1986 | 1986 - 1987 | 1987 - 1988 |
|---|---|---|
| 1. Schedule a PET cycle for all teachers.<br>2. Improve general conditions of physical plant.<br>3. Schedule parent effectiveness workshop.<br>4. Establish a fine arts program that will offer music, art and humanities.<br>5. Work in close harmony with juvenile officers and parents to maximize student attendance. | 1. Write a discipline policy for the school.<br>2. Broaden the physical education program for all students.<br>3. Plan practical arts and career orientation courses.<br>4. Schedule workshop for all teachers on mastery learning. | 1. Give awards at the close of school for perfect attendance.<br>2. Use fund drives to get more parents involved with the school.<br>3. Schedule activities during late afternoon, evenings or weekends. |

***Comment***

Even though a three-year plan exists, it does not necessarily mean events scheduled in succeeding years will be completed. Since the requirements are to prepare a new plan annually, the planning process will be done each year.

If effective planning has been done the previous year, those events scheduled for the second year should still be of high priority. However, the situation may change to such an extent that more pressing needs may have surfaced that should be considered in the next planning cycle.

***Introduction (short-range plan)***

The fifth step is to prepare operational objectives which explain how the selected programs/activities will be developed.

Operational objectives are those programs/activities that are listed in the first year of the long-range plan.

Each operational objective should be broken into a series of activities which spell out **who** is going to do **what** and **when** in order to reach the objective.

Listed below is an example of a short-range plan using two of the operational objectives listed for the school year 1985-1986 of the three-year plan.

***Step 5***

Prepare a short-range plan (one year).

***Operational Objective:***

Schedule a PET cycle for all teachers.

| Activity | How it will be done | By Whom | When | Evaluation |
|---|---|---|---|---|
| 1. Determine who will present course. | Review the availability of PET instructors. | Principal | 7/85 | Selection made |
| 2. Schedule time for PET cycle. | Determine dates that program is to be scheduled. | Principal | 7/85 | Posted on calendar |
| 3. Secure resources needed. | Prepare a list of resources needed. | Principal and PET instructor | 9/85 | All resources obtained |
| 4. Conduct PET training. | Allocate time for both group and individual work. | Principal and PET instructor | 10/85 2/86 | Use evaluation instrument. |

***Operational Objective:*** Improve general condition of physical plant.

| Activity | How it will be done | By whom | When | Evaluation |
|---|---|---|---|---|
| 1. Make survey of needs. | Inspect physical plant and prepare needs assessment. | Principal and maintenance supervisor | 9/85 | Completed needs assessment |
| 2. Request authority to have work done. | Fill out request form and turn in to central office. | Principal and maintenance supervisor | 10/85 | Form turned in |
| 3. Schedule work when authority is granted. | Select time from school calendar. | Principal and central office | Christmas Holidays | Posted on calendar |
| 4. Inspect result of work. | See that completed work agrees with the needs assessment. | Principal and maintenance supervisor | 1/86 | Work agrees with needs assessment. |

***Comment***

When the personnel at Davis Elementary School finished the short-range plan, the Annual School Improvement Plan for 1985-1986 was completed. They also had a long-range plan that would provide direction as they continued.

# 2 Critical Task: Supervise Student Discipline

## Overview 2

***Introduction***

Effective teaching and learning require a safe and orderly school environment. An appropriate student discipline plan, properly developed and implemented, provides the basis for this environment.

The purpose of the student discipline plan is to provide an organized structure for student discipline which can be communicated and enforced.

***Purpose***

This document has been prepared to assist school principals in supervision of student discipline within the total school environment. It may be used by a presenter in a group mode or by an individual as reference material.

***Contents***

This training material is divided into the following sections:


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# Preparation of Student Discipline Plan 2

***Introduction***

There are six steps in the development and administration of student discipline. They are:

- Step 1 - Set up an advisory committee and conduct a needs assessment.
- Step 2 - Determine goals for the student discipline plan.
- Step 3 - Develop the student discipline plan.
- Step 4 - Implement the student discipline plan.
- Step 5 - Monitor the student discipline plan.
- Step 6 - Evaluate the student discipline plan.

***Step 1***

***Set up an advisory committee.***

The principal will appoint an advisory committee that is composed of representatives of the total school community. For example, the committee may be made up of parents, students, teachers, board members, central office personnel and other community members.

The advisory committee should conduct a needs assessment to determine:

- Current practices
- Existing state and federal guidelines
- Board policies
- Individual school policies
- Community attitudes
- Other pertinent information

Appendix A is an example of a suggested assessment checklist. This checklist is not intended to be all inclusive. You may want to consider additional items as the situation warrants.

***Step 2***

***Determine goals.***

The advisory committee will determine the goals to be included in the plan. These goals should reflect input from the total school population, e.g., students, parents, teachers, administrators and the school board. Examples of discipline goals may be:

- To develop and implement a student discipline plan that emphasizes a positive approach
- To develop and implement a student discipline plan that encourages and develops individual student responsibility for appropriate behavior
- To establish a safe and orderly school climate

***Step 3***

***Develop the plan.***

A student discipline plan will be developed by the advisory committee and should include, but not be limited to:

- Content in *Guidelines for the Development of School District Student Discipline Policies.* The items included are those addressed by Act 104 of 1983 (Ark. Stat. 80-1629.3) plus additional items that are required by other state and federal regulations.
- The district plan, which will be part of the school plan, must be submitted to and remain on file at the Arkansas Department of Education.

***Step 4***

***Implement the plan.***

The final plan should be communicated to the total school population through:

- In-service meetings for teachers
- Student handbook
- Individual and group parent meetings
- Other publications
- Individual and group student meetings
- Posting of rules and procedures

The school staff should implement the plan by direct instruction of rules and procedures.

Parental participation should be secured through documentation of receipt of the plan, handbook, district policies, etc.

***Step 5***

***Monitor the plan.***

The purpose of monitoring is to gather data to be used in evaluating the plan and to make immediate adjustments as necessary. The student discipline plan may be monitored by:

- General observation of student and staff behavior
- Documentation of specific student and staff behaviors, e.g., attendance reports, discipline records and checklists

***Step 6***

***Evaluate the plan.***

The purpose of the evaluation is to determine the appropriateness and effectiveness of the student discipline plan. The evaluation results feed into Step 1 (assessment), and the process begins anew.

The evaluation process should identify both strengths and weaknesses.

## Checklist for reviewing school district student discipline policies

### I. General Procedures

A. Are the policies for all students?
( ) yes ( ) no

B. Are the policies board-adopted?
( ) yes ( ) no

C. Were the parents, students, teachers and other local school district personnel involved in the development of the policies?
( ) yes ( ) no

D. Do the policies prescribe minimum and maximum penalties including suspension and dismissal?
( ) yes ( ) no

E. Have provisions been made for documentation of receipt of policies by parents and students?
( ) yes ( ) no

F. Have teachers and administrators been provided training in management of classrooms and other skills relevant to student discipline?
( ) yes ( ) no

### II. Areas

Are the following areas addressed by a districtwide, board-adopted policy?

| | Yes | No |
|---|---|---|
| A. School attendance | | |
| B. Appearance and dress code | | |
| C. Distribution of literature | | |
| D. School newspapers and official publications | | |
| E. School organizations | | |
| F. Search and seizure | | |

| | Yes | No |
|---|---|---|
| G. Student conduct not permitted | | |
| 1. Disregard of directions or commands | | |
| 2. Disruption and interference with school | | |
| 3. Fireworks | | |
| 4. Physical abuse or assault of school staff | | |
| 5. Firearms or other weapons | | |
| 6. Beer, alcoholic beverages or drugs | | |
| 7. Damage or destruction of school property | | |
| 8. Theft | | |
| 9. Behavior not covered | | |
| H. School and educational records | | |
| I. Discipline of handicapped | | |
| J. Due process | | |
| K. Corporal punishment | | |
| L. Suspension | | |
| M. Expulsions | | |
| N. Title IX | | |

# 3 Critical Task: Manage Student Activities

## Overview 3

***Introduction***

A very important responsibility of the building level principal is the supervision and management of student activities. The student activity program should be a well rounded and meaningful educational experience for all students.

***Purpose***

The purpose of this document is to assist the building level principal in planning, monitoring and evaluating extracurricular activities. This material will serve as a resource guide to provide suggestions and ideas that would be helpful in preparing a student activity program. It may also be used as a reference in presentations to groups.

***Contents***

This training material is divided into the following sections:


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# Resource Information 3

## *Introduction*

Extracurricular activities are sanctioned and governed within Arkansas by:

- Arkansas Activities Association (AAA)
- State school laws
- Arkansas Department of Education guidelines
- Local school board policies
- Local school administrative policies

In addition to these entities, community mores should be understood and taken into consideration when planning school activity programs.

## *Reference Publications*

Following is a list of reference publications with which all principals should be acquainted and which can also be used in preparing the school activity program.

- *School Laws of Arkansas,* 1975 edition, and all subsequent supplements
- *Arkansas Activities Association Official Handbook*
- State Department of Education general and vocational guidelines
- *National Association of Secondary School Principals (NASSP) Activities and Content Guide*
- School board policies
- Local school administrative policies
- *Standards for Accreditation,* page 8
- Arkansas Activity Association Directory (yearly)
- Arkansas Activity Association *Bulletin* (monthly)

# Preparation of Student Activity Program 3

***Introduction***

Each school should develop its own student activity program. The project could be referred to as either the "student activity program" or "student activity guide." It will be referred to as the "student activity program" in this document. The student activity program should be based on the size of the school, community mores, student interest, student abilities and the guidance and requirements from reference documents that govern student activities. The planning of the school activity program should be done by a collaborative planning process. The ideal planning group should be made up of the principal and a representative group selected from other school personnel, students and the community.

***Principal's Role***

During the planning stage of developing a student activity program, the principal should be the central figure. The principal should:

- Be responsible for selecting members of the planning group
- Be involved with the selection of supervisors for each activity
- Lead all planning sessions relating to student activities
- Collaborate in the setting of priorities
- Lend support wherever it is needed

***Planning Model***

To ensure all information needed to supervise and monitor student activities has been addressed, a systematic planning model is outlined below. Each step of the planning model is explained, with suggestions as to how each one can be accomplished. The three steps of the model are:

- Step 1 - Determine where you want to go.
- Step 2 - Determine where your school is at this time relative to where you want it to be.
- Step 3 - Determine how to get from where your school is to where you want it to go.

# Preparation of Student Activity Program 3

***Step 1***

The first step is to determine the kind of student activity program desired for the school. Written statements of philosophy and objectives should be the foundation upon which the entire program will be planned. The statements of philosophy and objectives will identify the goals and beliefs that the planners will include in the program. Sample statements of philosophy (Appendix A) and of objectives (Appendix B) from the National Federation of State High School Associations are provided as guides. The planning group may include other goals and beliefs in their philosophy and objective statements.

***Step 2***

After the planning group has decided where they want to go, the next step is to determine where they are now relative to where they want to go. The present programs, goals, practices and guidance should be assessed to determine changes or additions to meet the new goals and beliefs identified in Step 1 of the planning model.

***Step 3***

During Step 3 a determination will be made on how to get from where you are to where you want to go. Following are some things that might be done during this step:

1. Prepare new statements of philosophy and objectives or make any changes or additions to present statements.
2. Include the principal's plan for monitoring student activities. For example:
    a. A process to ensure that the program is meeting the statements of philosophy and objectives
    b. A process to ensure proper planning of all activities
    c. A plan to cope with potential problems
3. Other areas the principal should be aware of may be included in the program:
    a. Have a plan for parental involvement and education.
    b. Know where to find information relating to eligibility rules for all activities.
    c. Know where to find information relating to administration of the student activity program.
4. The plan should ensure that all parents are informed of all rules and regulations relating to each activity. Parents should be informed of possible dangers of certain activities.

***Summary***

The planning model should be used in the preparation of a student activity program. The principal must provide effective leadership to the planning group and to monitoring and evaluation of the program.

# Location of Eligibility Rules for all Activities 3

***Introduction*** The following chart can be used for quick reference in finding eligibility rules for each student activity. The page(s) where the desired information can be found refer to the AAA *Handbook*, and the contact person is at the Arkansas Activities Association.

Telephone number: (501) 771-2205

| Activities | Page(s) | Contact Person |
|---|---|---|
| Arkansas Association of Student Councils (AASC) | 41 | Jim Coats |
| Arkansas Choral Directors Association (ACDA) | 41 | Jim Coats |
| Arkansas Drill Team Association (ADTA) | 41 | Jim Coats |
| Arkansas High School Press Association (AHSPA) | 41 | Jim Coats |
| American Industrial Arts Student Association (AIASA) | 41 | Jim Coats |
| Arkansas Junior Academy of Science (AJAS) | 41 | Jim Coats |
| Arkansas School Band and Orchestra Associaiton (ASBOA) | 41 | Jim Coats |
| Arkansas Speech Communication Association (ASCA) | 41 | Jim Coats |
| Arkansas Student Librarians Associaiton (ASLA) | 41 | Jim Coats |
| Arkansas Young Artist Association (AYAA) | 41 | Jim Coats |
| Arkansas Thespian Society (ATS) | 41 | Jim Coats |
| Arkansas State Beta Club (BETA) | 41 | Jim Coats |
| Coordinated Career Education Chapters of Arkansas (CCECA) | 41 | Jim Coats |
| Distributive Education Clubs of America (DECA) | 41 | Jim Coats |
| Future Business Leaders of America (FBLA) | 41 | Jim Coats |
| Future Farmers of America (FFA) | 41 | Jim Coats |
| Future Homemakers of America (FHA) | 41 | Jim Coats |
| Arkansas Future Teachers of America (FTA) | 41 | Jim Coats |
| General Cooperative Education Clubs of Arkansas (GCECA) | 41 | Jim Coats |
| Home Economics Related Occupations (HERO) | 41 | Jim Coats |

# Location of Eligibility Rules For All Activities 3

| Activities | Page(s) | Contact Person |
|---|---|---|
| National Honor Society (NHS) | 41 | Jim Coats |
| Vocational Industrial Clubs of America (VICA) | | |
| Youth Advisory Council - AR Food Sevice Assoc. (YAC/AFSA) | | |
| Baseball | 31-41 | Lamar Cole |
| Basketball | | |
| Cross County | | |
| Decathlon - Pentathlon | | |
| Football | | |
| Golf | | |
| Gymnastics | | |
| Swimming and Diving | | |
| Tennis | | |
| Track and Field | | |
| Volleyball | | |

# Rules That Govern Activities 3

***Introduction*** The following chart indicates the name of the activity, pages where playing rules can be found and contact person at the Arkansas Activities Association.

| Activities | Page(s) | Contact Person |
|---|---|---|
| Baseball | 28, 37, 42, 44, 56, 61 | Jerry Hall |
| Basketball | 28, 37, 42, 44, 48-52, 61 | Jerry Hall |
| Cross-Country | 28, 37, 41, 42, 54, 61 | Jerry Hall<br>Kathy Tadlock |
| Decathlon-Pentathlon | 28, 37, 53 | Jerry Hall<br>Kathy Tadlock |
| Football | 18, 26, 28, 32, 37, 42, 44-48, 61 | Jerry Hall |
| Golf | 28, 37, 41, 42, 44, 54, 56, 61 | Jim Coats |
| Gymnastics | 28, 37, 41, 42, 44, 56, 61 | Kathy Tadlock |

| Activities | Page(s) | Contact Person |
|---|---|---|
| Organization and Club Rules<br>The regulations and by-laws for each organization that has been sanctioned are on file at the AAA. Questions relating to these regulations and by-laws should be referred to Jim Coats. | N/A | Jim Coats |
| Tennis | 28, 37, 41, 42, 44, 52-53, 61 | Jim Coats |
| Track and Field | 28, 37, 41, 42, 44, 52-53 61 | Jerry Hall |
| Swimming and Diving | 28, 37, 41, 42, 55-56, 61 | Jim Coats |
| Volleyball | 28, 37, 42, 44, 57-58, 61 | Kathy Tadlock |

# Administration of Extracurricular Activities 3

***Introduction*** Several times throughout the year, general questions relating to administration of student activities will arise. The following chart identifies some of these areas and the publication and page(s) where helpful information can be located.

| **Administrative Areas of Concern** | **Reference** |
|---|---|
| Administration of events | AAA *Handbook*, page 13 |
| Athletic conference | AAA *Handbook*, pages 24-26 |
| Changing rules or amendments to the Arkansas Activities Association's Constitution | AAA *Handbook*, pages 9-11 |
| Classification of schools | AAA *Handbook*, pages 22-24 |
| Classification of students | AAA *Handbook*, pages 26-27 |
| Coaches or sponsors | AAA *Handbook*, page 15 |
| Constitution or by-laws | AAA *Handbook*, pages 2-13 |
| Contracts | AAA *Handbook*, pages 17-18 |
| Declaration for athletic or non-athletic events | AAA *Handbook*, pages 15-16 |
| Eligibility certificates | AAA *Handbook*, page 16 |
| Judges and officials for activities (other than for volleyball and gymnastics) | Arkansas Officials Association (AOA) Directory |
| Judges and officials for volleyball and gymnastics | AAA Directory, pages 114-115 |
| Loss of school time | AAA *Handbook*, pages 29-32 |
| Officers and advisor committees for statewide organizations and clubs | AAA *Handbook*, pages 15-18; 113 |

| Other Areas of Interest | References |
|---|---|
| Protest of games | AAA *Handbook*, pages 18-19 |
| Sanction/Approval of events | AAA *Handbook*, pages 17-29 |
| Season and event limitations | AAA *Handbook*, pages 118-119 |
| Sportsmanship by participants | AAA *Handbook*, page 14 |
| Violations, penalties, appeal | AAA *Handbook*, pages 19-22 |

***Summary***

This document can serve as a guide for the development of a student activity program and as a reference as you monitor and evaluate the extracurricular program. If you have questions, please call:

Arkansas Activities Association
29th and Willow
North Little Rock, Arkansas 72114
Telephone: (501) 771-2205

## Statement of Philosophy

**Explanation or Preamble**

1. The _____ School District believes that a dynamic program of student activities is vital to the educational development of the student.

   The _____ High School Activities Program should provide a variety of experiences to aid in the development of favorable habits and attitudes in students that will prepare them for adult life in a democratic society.

   Activities should function as an integral part of the total curriculum. They should offer opportunities to serve the institution, assist in the development of fellowship and good will, promote self-realization and all-around growth, and encourage learning the qualities of good citizenship.

2. Activities play an important part in the life of _____ High School. Young people learn a great deal from their participation in activities. Lessons in sportsmanship, teamwork competition and how to win and lose gracefully are an integral part of each organization in our activities program. Activities play an important part, too, in helping the individual student develop a healthy self-concept as well as a healthy body. Activities competition adds to our school spirit and helps all students - spectators as well as participants - develop pride in their school.

3. Before any program of direction can operate effectively and efficiently, a philosophy should provide a preview of the ends to be achieved and guidelines within which accomplishment is to progress.

   The major objective of the program is to provide wholesome opportunities for students to develop favorable habits and attitudes of social and group living.

   Leadership should be of the highest quality to exemplify to the participants the desired type of behavior to be developed from the activities program. Measurement of leadership success should not be in terms of the tangible evidence of the victory and defeat record, but rather in the intangible personality development factors that are an outgrowth of the major objectives of the activities program.

   The activities program should always be in conformity with the general objectives of the school. The activities administration should be in line with the general policies of the institution. At no time should the program place the total educational curriculum secondary in emphasis; the program should constantly strive for the development of well-rounded individuals, capable of taking their places in modern society.

4. We believe that the opportunity for participation in a wide variety of student selected activities is a vital part of the student's educational experiences. Such participation is a privilege that carries with it responsibilities to the school, activity, student body, community and students themselves. The experiences contribute to the development of learning skills and emotional patterns that enable the student to make maximum use of his or her education.

   _____ High School student activities are considered a supplement to the school's program of education, which strives to provide experiences that will help to develop boys and girls physically, mentally, socially and emotionally.

5. The student activity program shall be conducted in accordance with existing Board of Education policies, rules and regulations. While the Board of Education takes great pride in winning, it does not condone "winning at any cost" and discourages any and all pressures which might tend to neglect good sportsmanship and good mental health. At all times, the activities program must be conducted in such a way to justify it as an educational activity.

6. A comprehensive and balanced activities program is an essential complement to the basic program of instruction. The activities program should provide opportunities for youth to further develop interests and talents in sports, debate/speech, dance, drama, journalism, music, student government and academic-related areas. Participation in these activities should provide many students with a lifetime basis for personal values, work and leisure activities.

   The activities program should be available to all students who demonstrate an interest in participation, regardless of their individual abilities. Accordingly, appropriate skill levels should be established within activities, when feasible, so that students may participate as fully as possible regardless of their ability levels.

## Objectives of Participation

1. To provide a positive image of school extracurricular activities at _____ High School;

2. To strive always for playing excellence that will produce winning teams within the bounds of good sportsmanship and mental health of the student athlete;

3. To ensure growth and development that will raise the number of individual participants; increase attendance at each contest; build up gate receipts; and enable a program of continuing upkeep and improvement of facilities;

4. To provide opportunities that will allow the program to serve as a laboratory where students may cope with problems and handle situations similar to those encountered under conditions prevailing in the contemporary world. The laboratory should provide adequate and natural opportunities for:

   a. Physical, mental and emotional growth and development
   b. Acquisition and development of special skills in activities of each student's choice
   c. Team play with development of such commitments as loyalty, cooperation, fair play and other desirable social traits
   d. Directed leadership and supervision that stresses self-motivation, excellence and the ideals of good sportsmanship for winning and losing graciously
   e. A focus of interests on activity programs for student body, faculty and community that will generate a feeling of unity
   f. Achievement of initial goals as set by the school in general and the student as an individual
   g. Provisions for worthy use of leisure time in later life, either as a participant or spectator
   h. Participation by the most skilled that will enable these individuals to expand possibilities for future vocational pursuits;

5. To provide a superior program of student activities that includes appropriate activities for every boy and girl;

6. To provide opportunity for a student to experience success in an activity he or she selects;

7. To provide sufficient activities to have an outlet for a wide variety of student interests and abilities;

8. To provide those student activities which offer the greatest benefits for the greatest number of students;

9. To create a desire to succeed and excel;

10. To provide for students' worthy use of leisure time now and in the future;

11. To develop high ideals of fairness in all human relationships;

12. To practice self-discipline and emotional maturity in learning to make decisions under pressure;

13. To be socially competent and operate within a set of rules, thus gaining a respect for the rights of others;

14. To develop an understanding of the value of activities in a balanced educational process.

# 4 Critical Task: Supervise Use of Course Content Guides

## Overview 4

***Introduction***

The principal plays a major role in the implementation and monitoring of course content guides. The *Standards for Accreditation of Arkansas Public Schools,* adopted by the Arkansas State Board of Education, require that skills be identified for each course taught in the public schools of Arkansas. Guides were developed by cooperative efforts of classroom teachers, curriculum specialists, teachers from institutions of higher education and Department of Education personnel.

***Purpose***

The primary purpose of this document is to assist principals in implementing and monitoring the use of course content guides.

***Definition***

Course Content Guide: A written description of skills to be learned by the end of nine weeks, one semester or two semesters.

***Requirements***

*Standards for Accreditation* Section II-A.2—
"Each accredited school shall use this course content guide. The guides shall provide the minimum content for each course." (Local school district requirements may be added to this section.)

***Contents***

This training material is divided into the following sections:


| Section | Page |
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| Background Information | 50 |
| Implementation of Guide | 51 |
| Monitoring Course Content Guides | 52 |
| Summary | 53 |
| Appendix A - Sample Lesson Plan Form | 55 |

## Background Information 4

***Responsibility for Plan***

Principal, subject area supervisor, department chair/designee, teacher

***Development of Guides***

Guides were developed by cooperative efforts of classroom teachers, curriculum specialists, teachers from institutions of higher education and Department of Education personnel as required by the *Standards for Accreditation,* Section II-A-I. The Standards document (sections II-B, -C and -D) lists the courses to be provided by each school. The Arkansas Department of Education provides course content guides for those areas. Local schools will write course content guides in subject areas that are not provided by the Department of Education.

(See also: Director's Memorandum 85-26, February 13, 1985, for interpretation.)

***Structure of Guides***

Within each subject area and at each grade level, skills have been identified at three instructional levels: basic, developmental and extensions.

**Basic Skills** - Skills all students are expected to master; also, the skills on which minimum performance test items are based. Teachers should aim for students to exceed basic expectations.

**Developmental skills** - Skills beyond the basic level which should be introduced and taught, but not necessarily mastered, by all learners. Often developmental skills at one level may become basic skills at another level.

**Extensions** - Extensions are suggested for those learners who have mastered the required basic and recommended developmental skills. Extensions stress higher levels of development, processing and problem solving. Also extensions broaden students' learning without introducing skills from higher grade levels.

***Student Performance***

The Student Assessment/Minimum Performance Testing Program coordinates with the statement of basic skills in course content guides at three grade levels. (See *Standards,* V-C, V-D and V-E.)
Grade 3 - math, reading
Grade 6 - math, social studies, science, language arts, reading
Grade 8 - math, social studies, science, language arts, reading

# Implementation of Guide 4

***Introduction***

Directing implementation of the course content guides is primarily the responsibility of the principal.

***Preliminary Phase***

(1) Distribute guides.
(2) Select curriculum committee to complete the action phase below. If a school is not organized by department, people can be designated by discipline, subject, grade level, etc., to serve on a curriculum committee.

***Action Phase***

(1) Compare course content guide in each discipline with curriculum guides and/or textbooks currently used in the school to see if skills are presently being taught.
(2) Match course content skills to textbook(s) and teaching guide(s). Determine if there are adequate materials for teaching for mastery.
(3) Match course content guides to general objectives of MAT 6.
(4) Develop a plan for evaluation of student mastery of skills. Evaluation may be based on teacher-made tests or on some other form of assessment.
(5) Develop lesson plans for teaching selected skills.
(6) Teach and evaluate.

# Monitoring Course Content Guides 4

***Introduction***

Monitoring the use of course content guides is primarily the responsibility of the principal. To develop an observable plan for monitoring, the principal should have some visible means to determine how the school is providing for implementation of course content guides.

Monitoring can be accomplished by the following means:

| Steps | Actions | Activities |
|---|---|---|
| 1 | Review written information. | • Review composite assessment.<br>• Analyze test scores (MAT6/CRT).<br>• Examine lesson plans for agreement with guides. |
| 2 | Monitor classroom activities. | • Review objective(s).<br>• Compare classroom activity to stated objectives.<br>• Determine coordination among objective(s), activity and subject course content guide.<br>• Review periodically with department chair/designee, subject area meetings, individual teachers. |
| 3 | Document degree to which course content guides are used. | Determine if skills are mastered by:<br><br>• Document analysis of standardized test scores.<br>• Teaching process:<br>  * Objective<br>  * Teaching to the objective<br>  * Student participation<br>  * Activities<br>  * Evaluation<br>  * Material usage |
| 4 | Documentation | • A plan for documentation should be developed by each school. Documentation may include the following:<br>  * Checklist<br>  * Lesson plan keyed to basic skills<br>  * Textbook keyed to basic skills<br>  * Criterion reference test based on skills |

# Summary 4

***Summary***

The purpose of this document is to assist the principal and teacher(s) in improving instruction by use of course content guides. The cycle of student assessment, classroom activities and documentation should provide a basis for improved instructional planning.

## Sample Lesson Plan Form

Subject area and topic of study _____

Skill _____

_____

Grade level _____

Other grade levels at which skill is taught _____

Performance indicator _____

_____

Type of measurement _____
(standardized or teacher-made test, etc.)

Degree of success _____
(expected percent of mastery of skill and at what level)

Materials:

Activities:

Evaluation:

# 5 Critical Task: Monitor Student Progress

## Overview 5

***Introduction***

The Education Assessment Act (666) of 1979 authorized the Arkansas Department of Education to implement a standardized testing program to be administered to students in at least three grade levels and to develop and administer minimum performance tests at grades 3, 6 and 8.

Section 2 of Act 666 states:

> The purpose of the assessment program authorized herein shall be to:
>
> (a) Measure pupil performance in the basic subjects taught generally in the schools of the state;
>
> (b) Provide data concerning the strengths and weaknesses of the instructional programs of the various school districts in the state;
>
> (c) Provide information to assist in planning education programs and identifying education priorities;
>
> (d) Provide teachers with diagnostic information;
>
> (e) Assess how well districts and schools are meeting state and school education goals and minimum performance goals.

***Purpose***

The purpose of this document is to provide assistance to the building level principal in monitoring the academic progress of each student.

***Contents***


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| Multiple Assessment Methods Used to Monitor Student Progress | 59 |
| Data/Information Generated by Assessment Methods | 61 |
| Frequent Monitoring of Student Progress | 63 |
| Assessment Instrument for Frequent Monitoring of Student Progress | 65 |
| Summary | 68 |

## Background

The *Standards for Accreditation of Arkansas Public Schools* states: "Schools shall be responsible for assessing each student's progress at each grade level in acquiring mastery of the competencies, skills, and other subjects required by laws and these standards" (V-A, p.9). The *Standards* place special emphasis on performance at the third, sixth and eighth grades. However, monitoring of the performance of all students at each grade level is very important.

The Competency Based Education Act of 1983 provides for a competency based education program of testing. A significant purpose is to "identify those school districts in which less than eighty-five percent (85%) of the students demonstrate mastery of basic skills."

The act requires that an academic skills plan be developed for students who do not master the basic competency tests. Another major provision is that any school or district "which has less than eighty-five percent (85%) of its students meeting specified levels of mastery on the basic competency tests shall participate in a school improvement program."

# Multiple Assessment Methods 5

***Introduction***

A systematic, regular assessment of student progress should be a goal of all teachers. Multiple assessment methods are available to assist a teacher in monitoring student progress. The following methods will be discussed below.

***Multiple Assessment Methods***

- Norm-referenced achievement scores
- Criterion-referenced scores
- Other sources/considerations

***Norm-Referenced Achievement Test***

A norm-referenced test is a standardized test that covers the basic skill areas of reading, mathematics, language arts, social studies and science. It indicates how students compare to other students nationwide taking the same test under similar conditions.

***Outcomes***

1. Norms are established nationwide.
2. Achievement of students can be compared to other students nationwide at the same grade level.
3. The test is based on a national curriculum; objectives may be tested that are not in the local curriculum.
4. The test includes objectives below grade level, on grade level and above grade level.

***Examples***

1. MAT6 - used in Arkansas to test students annually at grades 4, 7 and 10.
2. Science Research Associates (SRA)
3. California Achievement Test (CAT)
4. Iowa Test of Basic Skills (ITBS)
5. Scholastic Aptitude Test (SAT)
6. American College Test (ACT)

The SAT and ACT tests are used to determine a student's potential for performing academically at the college level.

***Criterion-Referenced Tests***

Criterion-referenced tests are those designed to test objectives which have been taught.

***Outcomes***

1. A student, district or state score cannot be compared against a national norm.
2. A student's score represents how well he or she has achieved the skills measured by the test.
3. Criteria are established locally for each objective, and in effect a student competes against himself/herself.

***Examples***

1. Minimum Performance Tests (MPT) have been developed to measure minimum skills that students should have learned by the end of grades 3, 6 and 8. These tests measure educational objectives developed by Arkansas educators and listed as basic skills in the Department of Education publication, *Arkansas Public School Course Content Guides*.
2. District generated tests — Local school districts may produce criterion-referenced tests.
3. Teacher generated tests — Individual teachers may produce criterion-referenced tests for basic subjects.
4. Criterion-referenced tests accompanying published materials, such as basal texts for reading, mathematics and science.

# Data/Information Generated By Assessment 5

***Introduction*** Each assessment method generates large amounts of valuable data/information. The following blocks identify the type of data/information that can be obtained.

**Norm-Referenced Scores**

***Grade Data*** Indicates general level of student achievement as compared to other students in the same grade who took the test under standard conditions.

***Class Data*** Gives same information as grade data and can also determine how an individual class achieved in comparison with other classes within the same district/school.

***Content Data*** Reveals general areas of strengths and weaknesses of the school curriculum in relation to that test.

***Teacher Data*** Indicates possible instructional strengths and weaknesses of a teacher over a period of time.

***Student Data*** Measures student performance in the basic subjects; provides teachers with diagnostic information; identifies those students who fail to achieve mastery of basic skills; provides data concerning the strengths and weaknesses of instructional programs.

***Specific Population Data*** Gives information on any specific group, such as males, females, socio-economic classes, talented and gifted, and any group not mastering a skill or group of skills (disaggregation of test results).

## Data/Information Generated By Assessment 5

| | |
|---|---|
| ***Schools and School District Data*** | Provides information to assist school districts in planning educational programs and identifying educational priorities; provides information to assess the performance of schools and school districts in meeting state and school district educational goals. |
| | **Criterion-Referenced Scores** |
| ***Grade Data*** | Indicates specific student achievement of basic skills objectives. |
| ***Class Data*** | Indicates specific student achievement of basic skill objectives in an individual class. |
| ***Content Data*** | Reveals areas of strengths and weaknesses of the school curriculum in relation to mastering basic skills. |
| ***Teacher Data*** | Indicates possible instructional strengths and weaknesses of a teacher over a period of time. |
| ***Student Data*** | Measures student performance in the basic subjects; provides teachers with diagnostic information; identifies those students who fail to achieve mastery of basic skills; provides data concerning the strengths and weaknesses of instructional programs. |
| ***Specific Population Data*** | Gives information on any specific group, such as males, females, socio-economic classes, talented and gifted, and any group not mastering a skill or group of skills (disaggregation of test results). |
| ***Schools and School District Data*** | Provides information to assist school districts in planning educational programs and identifying educational priorities; provides information to assess the performance of schools and school districts in meeting state and school district educational goals. |

# Frequent Monitoring of Student Progress 5

***Introduction***

The planning and use of effective educational measurement and evaluation has become increasingly important in today's schools. Population diversity, a characteristic of many schools, has made teaching more complex and difficult than ever, and it has contributed to growing concern about students' mastery of basic skills and their ability to function adequately in society. The public is concerned, too, about whether all students are learning and functioning as well as they are able.

***Purpose***

Measurement and evaluation strategies can be used to:

- Help teachers identify learning problems
- Help teachers identify academic talent
- Help schools assess the outcomes of educational programs
- Help students learn by indicating to students and parents where improvement or greater emphasis is needed

***Objective***

To be useful, test results must be used. **In the final analysis the most important use of achievement test results is to help improve student learning through instruction.** All other uses (for example, evaluation of the progress of an individual student, a class, grade or school system; assignment of students to appropriate instructional programs; and evaluation of the success of an experimental program) are related but secondary to the improvement of student learning.

***Integration of Formal Testing With Other Sources of Information***

**The information derived from the tests should be used in combination with information from a variety of sources.** Classroom performance, formal and informal observations by teachers and counselors, comments by parents and classroom teachers, extracurricular activities and other indicators are measures of a student's performance, attitudes and interests. Test results should also be viewed in the light of special events or situations that might have affected a student's test performance — for example, the birth of a sibling, a crisis in the family or the onset of illness.

***Multiple Assessment***

Each school should be involved in a systematic, regular assessment of student progress, using multiple assessment methods. Standardized tests, minimum performance tests, locally produced tests, classroom performance, observation, home work assignments, attendance patterns, health patterns and extracurricular activities should be considered.

Cumulative student assessment information should be used regularly to plan appropriate instruction and curriculum priorities.

## Frequent Monitoring of Student Progress 5

***School District Responsibility***

A school must be committed to student assessment and accountability. The district must see that standardized and minimum performance test instruments are available to teachers. These tests should accurately measure both the objectives of the curriculum and what is actually being taught.

Educational goals and learner outcomes must be coordinated through the evaluation plan for the district. Each teacher should be provided with the necessary resources for diagnosing students' needs and providing remedial solutions.

The district should ensure that a plan to inform parents of their children's educational progress and of specific areas for improvement is provided in a timely manner. It is also important that student assessment results for the school or the district be reported to the school board and general public.

***Teacher's Responsibility***

Teachers must assume the responsibility that all students will achieve. In order to reach that objective, the teacher must monitor student performance daily and provide prompt and constructive feedback as needed. The following methods may be used:

- Assessment data must be used to alter teaching strategies to ensure that all students are progressing.
- Students must be provided adequate opportunity to practice and reinforce newly acquired skills and content.
- The teacher should use a system for monitoring and recording achievement, or non-achievement, of instructional objectives.
- Students' error patterns should be studied to detect causes for error and plan correction efforts.

# Assessment Instrument for Monitoring Student Progress 5

***Introduction*** The assessment instrument consists of questions that are asked relative to the status of monitoring student progress in your school or classroom. Read each question and answer either *yes* or *no*. In the blank below each question, explain your response.

**Questions**

1. Do teachers provide prompt feedback to students regarding their daily accomplishments?
   _____ yes _____ no
   Explain: _____

2. Is there a systematic, regular assessment of student progress?
   _____ yes _____ no
   Explain: _____

3. Are multiple assessment methods used to assess student progress?
   _____ yes _____ no
   Explain: _____

4. Is student assessment information used regularly to plan appropriate instruction and curriculum priorities?
   _____ yes _____ no
   Explain: _____

5. Are standardized tests available to evaluate program objectives?
   _____ yes _____ no
   Explain: _____

6. Does test assessment accurately measure both the objectives of the curriculum and what is actually taught?
   _____ yes _____ no
   Explain: _____

7. Do teachers assume responsibility for ensuring student achievement?
   _____ yes _____ no
   Explain: _____

8. Is there a schoolwide commitment to assessment and accountability?
_____ yes _____ no
Explain: _____

_____

9. Are educational goals and learner outcomes included in the evaluation plan for the district?
_____ yes _____ no
Explain: _____

_____

10. Are student assessment results for the school or district reported to parents, the school board and general public?
_____ yes _____ no
Explain: _____

_____

11. Do teachers use assessment data to alter teaching strategies to ensure that all students are progressing?
_____ yes _____ no
Explain: _____

_____

12. Do teachers monitor students' performance and provide constructive feedback as needed?
_____ yes _____ no
Explain: _____

_____

13. Do teachers provide adequate opportunity for students to practice and reinforce newly acquired skills and content where help is available?
_____ yes _____ no
Explain: _____

_____

14. Do teachers use a system for monitoring and recording acheivement of instructional objectives?
_____ yes _____ no
Explain: _____

_____

15. Are teachers provided with useful resources for diagnosing students' needs?
_____ yes _____ no
Explain: _____

_____

16. Are students' error patterns frequently and carefully studied to detect the causes of the errors?
_____ yes _____no
Explain: _____

_____

17. Do teachers inform parents of their children's educational progress, and are they specific about areas where improvement is needed?
_____ yes _____ no
Explain: _____

_____

## Summary

The importance of monitoring student progress as a facet of school improvement is indicated by the vast amount of current literature on the subject. Ron Edwards identifies monitoring of student progress as one of the five correlates describing an effective school. This module is intended to serve as a basis for improving the monitoring of student progress in each school.

GREAT SEAL OF THE STATE OF ARKANSAS